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ABSTRACT

This resource guide includes bibliographies for the social studies teacher organized around such topics as: definition of the new social studies, instructional objectives, teaching strategies, evaluation; and materials for reference and use in elementary, secondary, and sequential programs. Also provided are directories of projects, information and resource centers, and publishers. (JLB)

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POTPOURRI

A GUIDE TO THE NEW SOCIAL STUDIES

SO 000 299

Commonwealth of Massachusetts
Department of Education
March 1970

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POTPOURRI: A Guide to the New Social Studies

Edited by

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Senior Supervisor, Bureau of Curriculum Innovation

March 1970

Commonwealth of Massachusetts
Department of Education
Division of Curriculum and Instruction

...The whole art of teaching is only the art of awakening the natural curiosity of young minds...

- Anatole France -

TABLE OF CONTENTS

Table of Contents *i*

Preface *ii*

Foreword *iii*

I. What is the New Social Studies?..... 1

II. Where Teachers Can Obtain Information and Materials on the New Social Studies..... 2

III. Structure in the Social Sciences..... 4

IV. Objectives - Taxonomical Analysis..... 5

V. Instructional Strategies..... 6

VI. Evaluation..... 7

VII. A Capsule Look at the New Social Studies..... 8

A. If you are involved in *elementary* education..... 8
B. If you are involved in *secondary* education..... 12
C. If you are interested in a *sequential* program..... 15

VIII. A Directory of Social Studies Projects..... 17

IX. List of Publishers and Addresses..... 23

X. Reader Response Form..... 25

PREFACE

Numerous requests have been received by this office for information concerning the "new" social studies. We have published "Potpourri" in an attempt to identify where it's at.

As the name implies, the list which follows covers a variety of national social studies projects but is not exhaustive. We hope it will encourage innovation in the social studies.

This Bureau stands ready to provide your school system with any assistance in the form of consultation or area in-service workshops.

Robert A. Watson, Director
Bureau of Curriculum Innovation

FOREWORD TO POTPOURRI

The impetus for the new social studies may be traced to the infusion of funds from the U.S. Office of Education for Project Social Studies beginning in 1963. College instructors and classroom teachers were brought together in an organized manner to consider curricula. All agreed that there must be a "better way" of teaching social studies than the "old" method. The content oriented textbook, the monotonous lecture, the "question-answer" technique all came under fire for failing to motivate learning in the social sciences. As proposed projects began to consider teaching social studies in a manner which would better motivate students, a need for a greater knowledge in the field of modern psychology and learning theory was also acknowledged. Materials should be relevant to student needs; material should help students develop analytical skills; and material should assist pupils in resolving value conflicts. Rote memorization and recall should be minimized.

The job of selecting a new approach is not an easy one for the conscientious educator who is looking for an effective way to teach social studies. Should he adopt the discovery method as advocated by Jerome Bruner, the mode of inquiry espoused by Edwin Fenton in the Carnegie Project, or value clarification as stressed by Donald Oliver in the Harvard Project and James Shaver in the Utah Project? Should he adopt an interdisciplinary approach as found in the Hilda Taba Project and in the Minnesota Project, or should he adopt a single discipline such as the Georgia Anthropology Project or the Sociological Resources for Secondary Schools Project? Should the curriculum center on facts or should it revolve around a conceptual framework? Should an integrated, sequential curriculum be developed, or should there be concentration at each individual grade level? And the most important question of all: where does one find the time to investigate the dozens of projects and how does one implement his choice?

Yet a wise teacher should consider the options for his own school offered by the variety of national social studies projects. Most school systems do not have the financial resources to initiate an effective curriculum reorganization. Furthermore, there are limitations on the time teachers have for this kind of work.

For example, the Carnegie Project had $250,000 from the federal government and $90,000 from private funds invested in its program. This project was able to employ noted social scientists to work with master teachers in the classroom. People were assigned full time to: writing curriculum; working on numerous revisions; field testing and evaluating results. The end product was an interdisciplinary, sequential curriculum with a detailed teacher's guide emphasizing behavioral objectives dealing with knowledge, attitudes, values, and inquiry skills. In addition innovative teaching strategies were developed incorporating audio-visual materials and a testing program which were of tremendous benefit to the teacher. This whole process took over three years. Few, if any, school systems could expend such time and money on a similar endeavor.

Since there is great diversity among the projects, the group wishing to initiate change might begin by developing a rationale to establish the need for change and determining the philosophical orientation of the faculty in regard to the change. The theory of learning advocated must be explicit. It is crucial that behavioral objectives be clearly stated, that teaching methods for the objectives be clear, and that evaluation strategies be listed. The rationale should describe why curriculum changes are being adopted and provision for in-service training of teachers and reassessment of student grouping should be included. Developing the rationale will enable the curriculum committee to narrow program possibilities.

This guide includes suggested readings which deal with objectives, instructional strategies and evaluations and we commend it to a prospective social science curriculum committee. The Curriculum Analysis System devised by Irving Morrisset and William Stevens has proven to be an invaluable assistance to educators attempting to assess the various social studies projects.

Many school districts have also found it profitable to pilot one or more of the projects before making a wholesale commitment. After piloting a project for a year or so, a thorough evaluation should be made of the program to determine the advisability of establishing it on a school-wide basis. An excellent example of this process may be found in the Chelmsford (Massachusetts) Public Schools. At one time this system piloted the Minnesota Project, the Carnegie Project, and American Political Behavior Project from Indiana University, as well as other commerically prepared innovative social studies materials prior to making its final selection as to which project or combination of projects was best for them. After making their selection, the teachers modified and revised the projects to meet the needs of the community.

It should also be clearly understood that the process of implementing change may require an additional investment. It is obvious that such an expenditure is necessary if one is to consider a multi-text, multi-media approach, released time for teachers to research and select curriculum and provision for in-service workshops. In view of the evaluation results of the new social studies projects, the cost is negligible. Students in these projects did as well as other traditionally taught students in knowledge goals, but were more successful in processes such as inquiry, reflective thinking, value clarification and understanding of their society and government.

It seems clear that if we are to prepare the youth of today for the world of tomorrow, a different orientation will be needed for the teaching of social studies. It will be necessary to prepare students to become inquirers capable of making political, social and economic decisions as well as people who can resolve value conflicts through reason, analytical and reflective thinking, rather than through bias. It is imperative that teachers be exposed to new teaching methods and materials that will offer these students the processes by which they can become independent and self-directed learners. Potpourri should assist teachers in meeting the real need of the students: to become life-long learners.

Don Torres, Senior Supervisor
Bureau of Curriculum Innovation

I. WHAT IS THE NEW SOCIAL STUDIES?

A. *The New Social Studies.* Paperbound by Edwin Fenton. Holt, Rinehart, Winston, 1967.

B. *"The New Social Studies."* Sound filmstrip narrated by Edwin Fenton. Available from Special Media Institute, Syracuse University, Syracuse, New York.

C. *Intercom.* September-October, 1967, issue devoted to the new social studies.

D. *Instructor,* March, 1967, issue features changes in the social studies.

E. *New Strategies and Curriculum in Social Studies.* Paperbound by Frederick R. Smith and Benjamin Cox. Rand McNally and Company, 1968.

F. *Democracy, Pluralism, and the Social Studies.* James P. Shaver and Harold Berlak, eds. Houghton-Mifflin Co., 1968.

G. *Teaching the Social Studies.* Paperbound by Richard E. Gross, Walter E. McPhie and Jack R. Fraenkel. International Textbook Co., 1969.

H. *New Frontiers in the Social Studies.* John S. Gibson. Citation Press, 1965.

I. *Social Studies Curriculum Development: Prospects and Problems.* Edited by Dorothy M. Fraser. 39th Yearbook of NCSS, 1969.

II. WHERE TEACHERS CAN OBTAIN INFORMATION AND MATERIALS ON THE NEW SOCIAL STUDIES

A. SOCIAL SCIENCE EDUCATION CONSORTIUM, INC.
1424 15th Street
Boulder, Colorado 80302

Single copies of *SSEC Newsletter* are available on request. An excellent clearinghouse for the new social studies.

B. *Social Education*
1201 Sixteenth Street, N.W.
Washington, D. C. 20036

Dues - $12.00 per year

Official journal of the National Council for the Social Studies published in collaboration with the American Historical Association. This issue treats everything that is anything in social studies education. Monthly issues except summer months. Note especially March, 1966 and April, 1967 issues on new social studies projects.

C. *News and Notes on the Social Sciences*
Gerald W. Marker, ed.
101 Lindley Hall
Indiana University
Bloomington, Indiana 47401

"News and Notes..." includes articles on numerous, innovative curriculum projects and materials in the social sciences. Because of an increased demand for this publication, the editor has asked individuals interested in receiving the newsletter to contribute a dollar or two to defray the costs. It is well worth the small investment.

D. *SRSS Newsletter*
503 First National Building
Ann Arbor, Michigan 48108

Although *Sociological Resources for the Social Studies Newsletter* is primarily concerned with a description of the SRSS project, many of the articles are pertinent to teaching strategies of the new social studies.

E. *Newsletter: High School Geography Project*
of the Association of American Geographers
P.O. Box 1095
Boulder, Colorado 80302

Although devoted primarily to matters concerning HSGP, the *Newsletter* touches on significant issues and projects of a wider interest.

F. EDUCATIONAL PROJECTS INFORMATION EXCHANGE (EPIE)
EPIE Institute
P.O. Box 2379
Grand Central Station
New York, New York 10017

Dues - $25.00 per year

This news service to educators publishes a monthly *Educational Product Report* designed to acquaint schoolmen with the latest developments in curriculum and educational materials. Every school district should be aware of this service. October issue (1967 and 1969) devoted to new elementary social science programs. December-January issue (1967) focuses on new social studies.

G. *The Civic Leader* (Teacher's Edition of *The American Observer*)
Civic Education Service
1733 K Street N.W.
Washington, D. C. 20006

This weekly professional paper is "crammed with the latest social studies information." Free to teachers using Civic Education Service Publications, $3.00 yearly otherwise.

H. *Directory of Social Studies Curriculum Projects*
Bureau of General and Academic Education
Department of Public Instruction
Box 911
Harrisburg, Pennsylvania March, 1968

An annotated list describing projects and materials developed thus far by each project.

I. Other Project Directories

1. Wilbur B. Brookover, *Elementary and Secondary Social Studies: A Review of Projects Now in Progress.* Social Science Teaching Institute, Michigan State University, East Lansing, Michigan.

2. Gerald W. Marker, *Directory of Social Studies Projects.* 101 Lindley Hall, Indiana University, Bloomington, Indiana 47401

3. Raymond H. Muessig, *Social Studies Curriculum Improvement: A Guide for Local Committees.* Bulletin 36, National Council for the Social Studies, 1201 Sixteenth Street, Northwest, Washington, D. C.

III. STRUCTURE IN THE NEW SOCIAL STUDIES

A. Irving Morrissett, Editor. *Concepts and Structure in the New Social Science Curricula.* Holt, Rinehart, Winston, 1967. 151 pp.

B. Louis J. Hebert and William Murphy. *Structure in the Social Studies,* Social Studies Reading No. 3, NCSS, 1967.

C. Roy A. Price, Warren Hickman and Gerald Smith, *Major Concepts for Social Studies,* Social Studies Curriculum Center, Syracuse University, Syracuse, New York.

D. Joseph J. Schwab, "The Concept of the Structure of a Discipline," *The Educational Record,* July, 1962.

IV. OBJECTIVES - TAXONOMICAL ANALYSIS

A. W. James Popham and Eva Baber, *Establishing Instructional Goals*, Prentice-Hall, Inc., 1970.

B. W. James Popham and Eva Baber, *Planning an Instructional Sequence*, Prentice-Hall, Inc., 1970.

C. W. James Popham and Eva Baber, *Systematic Instruction*, Prentice-Hall, Inc., 1970.

D. W. James Popham, editor
VIMCET Associates
P.O. Box 24714
Los Angeles, California 90024

E. Robert Mager, *Preparing Instructional Objectives*, Fearon Publishers, 1964.

F. Robert Mager, *Developing Attitude Toward Learning*, Fearon Publishers, 1968.

G. Norris Sanders, *Classroom Questions, What Kinds?* Harper and Row, 1966.

V. INSTRUCTIONAL STRATEGIES

A. Rodney Allen and John Fleckenstein, eds. *Inquiry in the Social Studies: Theory and Examples for Classroom Teachers,* Social Studies Reading No. 2, NCSS.

B. *Using Media for Inquiry in the Social Studies.* Write Preston Kelly, Holt, Rinehart & Winston, 383 Madison Avenue, New York, New York 10007.

C. Byron G. Massialas and Jack Zevin, "Teaching Social Studies Through Discovery," *Social Education,* 28, (November, 1964) 384-387: 400.

D. Byron G. Massialas and C. Benjamin Cox. *Inquiry in Social Studies,* McGraw-Hill, New York, 1966. 136-52.

E. Edwin Fenton, *Teaching the New Social Studies in Secondary Schools: An Inductive Approach,* Holt, Rinehart & Winston, New York, 1966. 255-64.

F. *High School Journal,* University of North Carolina Press. November, 1969, issue devoted to "Social Inquiry Learning."

G. Jerome Bruner, *The Process of Education,* Vintage Books, 1963.

H. Jerome Bruner, *Toward a Theory of Instruction,* Harvard University Press, 1966.

I. Bernice Goldmark, *Social Studies: A Method of Inquiry,* Wadsworth Publishing Co., 1968.

J. Byron G. Massialas and Jack Zevin, *Creative Encounters in the Classroom: Teaching and Learning Through Discovery,* John Wiley & Sons, 1967.

K. *Sampler: Contemporary Strategies in Teaching Social Studies Junior and Senior High School, Supplement Authoritative Commentary and Annotated Bibliography,* The Cooperative Educational Research Laboratory, Inc., 540 West Frontage Road, Box 815, Northfield, Illinois 60093. (A limited number of copies of the above publication was available from the National Council for the Social Studies.)

L. *Today's Education,* May, 1969. The May issue (1969) of this journal published by the National Education Association was devoted to inquiry teaching.

VI. EVALUATION

A. *Evaluation in the Social Studies.* Edited by Harry Berg, 35th Yearbook of NCSS, 1965.

B. William Stevens, Jr. and William Fetsko. "Curriculum Analysis System," *Social Science Education Consortium Newsletter,* February, 1968. Same also appears in *EPIE Forum,* December - January, 1967 issue.

C. Edmund Amidon and John B. Nough, *Interaction Analysis: Theory, Research and Application.* Reading, Massachusetts, Addison Wesley Publishing Co., 1967.

D. *Interaction Analysis: Training Kits Level I and II.* Association for Productive Teaching, 1040 Plymouth Bldg., Minneapolis, Minnesota 55402.

E. Merle M. Knight and James O. Hodges. "Curriculum Materials Analysis System: A Summary of Experience," *Social Science Education Consortium Newsletter, May, 1969.* This issue includes a listing of, and order form for, curriculum materials analyses of a wide range of mational social studies projects. The analyses are available for a minimal cost.

F. *Educational Product Report* (formerly *EPIE Forum*), October, 1969 devoted to evaluation of various elementary social studies projects.

VII. A CAPSULE LOOK AT THE NEW SOCIAL STUDIES*

A. If you are involved in <u>elementary</u> education, take a look at:

1. THE DEVELOPMENT OF FIRST GRADE MATERIALS ON *"Families of Japan."* Melvin Arnoff. Kent State University, Kent, Ohio 44240.

2. THE ANTHROPOLOGY CURRICULUM PROJECT, K-9. Marion J. Rice, University of Georgia, Athens, Georgia 30601.

3. DEVELOPMENT OF GUIDELINES AND RESOURCE MATERIALS ON LATIN AMERICA FOR USE IN GRADES 1-12. Clark C. Gill and William B. Conroy. University of Texas, 403 Sutton Hall, Austin, Texas 78712.

4. A SEQUENTIAL CURRICULUM ON AMERICAN SOCIETY FOR GRADES 5-12. John R. Lee. Northwestern University, 1809 Chicago Avenue, Evanston, Illinois 60201.

5. PREPARATION OF TEACHING GUIDES AND MATERIALS ON ASIAN COUNTIRES FOR USE IN GRADES 1-12.≠ John Michaelis. University of California, 4529 Tolman Hall, Berkeley, California 94720 (Field Educational Publications, Inc.).

6. DEVELOPMENT OF A COMPREHENSIVE CURRICULUM MODEL FOR SOCIAL STUDIES GRADES 1-8.≠ The late Hilda Taba. San Francisco State College, San Francisco, California. (Addison-Wesley).

7. ELKHART INDIANA EXPERIMENT IN ECONOMIC EDUCATION (1-6).≠ Lawrence Senesh. Department of Economics, Herman C. Krannert School of Industrial Administration, Purdue University, Lafayette, Indiana 47907 (Science Research Associates, Inc.).

8. DEVELOPMENTAL ECONOMIC EDUCATION PROGRAM (K-12). John Maher, Joint Council on Economic Education. 1212 Avenue of the Americas, New York, New York 10036.

9. ELEMENTARY SCHOOL ECONOMICS PROGRAM (4-6).≠ Mrs. K. E. Chapman. Industrial Relations Center. University of Chicago, 1225 East 60th Street, Chicago, Illinois 60637 (Allied Education Council, Galien, Michigan).

10. LAW AND POVERTY PROJECT (K-12). William M. Gibson. Boston University School of Law, 765 Commonwealth Avenue, Boston, Massachusetts 02215

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≠ Indicates materials have been published.

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11. BRENTWOOD SOCIAL STUDIES PROJECT (K-6).✓ Vincent Presno. Brentwood, New York 11717 (*Man in Action*, Prentice-Hall, Inc.).

12. COMMITTEE ON CIVIC EDUCATION (K-12).✓ Richard P. Longaker and Charles N. Quigley. Committee on Civic Education, School of Law, University of California, Los Angeles, California 90024 (*Your Rights and Responsibilities as an American Citizen* and *Conflicts, Politics, and Freedom* designed for a sixth grade reading level have been published by Ginn and Co. Voices for Justice, a set of role playing materials, will be available in the Spring, 1970.)

13. CONCEPTS AND INQUIRY: THE EDUCATIONAL RESEARCH COUNCIL OF AMERICA SOCIAL SCIENCE PROGRAM (formerly, GREATER CLEVELAND SOCIAL STUDIES PROGRAM).✓ Raymond English. Educational Research Council of America, Rockefeller Building, 614 Superior Avenue, Cleveland, Ohio 44113 (Allyn and Bacon, Inc.).

14. CONSERVATION EDUCATION IMPROVEMENT PROJECT (K-9). Howard M. Hennebry. College of Education, University of Wyoming, Laramie, Wyoming 82070.

15. CONSTITUTIONAL RIGHTS FOUNDATION. (Elementary and Secondary). Vivian Monroe and Todd Clark. Constitutional Rights Foundation, Suite 1012, 609 South Grand Avenue, Los Angeles, California 90017.

16. CURRICULUM INNOVATION IN THE FIELDS OF HISTORY, SCIENCE, MUSIC AND ART WITHIN A SINGLE INSTITUTE. (1-8) Charles F. Madden. Webster Institute of Mathematics, Science and the Arts, Webster College, St. Louis, Missouri 63119.

17. DAYTON NEGRO HISTORY PROGRAM (K-12). June Marable, Dayton Board of Education, 348 West First Street, Dayton, Ohio 45402.

18. EDUCATION DEVELOPMENT CENTER'S SOCIAL STUDIES CURRICULUM PROGRAM (SSCP) (Upper Elementary and Secondary).✓ Peter B. Dow, 15 Mifflin Place, Cambridge, Massachusetts 02138 (Practical application of some of Jerome Bruner's theories in *Man: A Course of Study.*)

19. FOCUS ON INNER-CITY SOCIAL STUDIES (FICSS). (K-12) Melvin Arnoff. Kent State University, College of Education, Room 121, Kent, Ohio 44240.

20. LATIN AMERICAN CURRICULUM PROJECT (Elementary and Secondary.) Clark C. Gill, University of Texas, 403 Sutton Hall, Austin, Texas 78712.

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21. LINCOLN FILENE CENTER FOR CITIZENSHIP AND PUBLIC AFFAIRS. (Elementary and Secondary)/ John S. Gibson, Tufts University, Medford, Massachusetts 02155 *(New Frontiers in the Social Studies, v.1 and v.2* - Citation Press; *Anxious Youth: Dynamics of Delinquency* - Charles E. Merrill Books; *Negro Self-Concept: Implications for School and Citizenship* - McGraw-Hill; *Poverty, Education and Race Relations: Studies and Proposals* - Allyn and Bacon; *Race and Culture in American Life: A Program for Elementary School Education* - Lincoln Filene Center.)

22. THE INTERGROUP RELATIONS CURRICULUM: A PROGRAM FOR ELEMENTARY SCHOOL EDUCATION. (Grade 5)./ John S. Gibson. Lincoln-Filene Center, Tufts University, Massachusetts 02155.

23. MATERIALS AND ACTIVITIES FOR TEACHERS AND CHILDREN (K-6)./ Frederick H. Kresse. Children's Museum, The Jamaicaway, Boston, Mass. 02130. (Originally titled "Match Box" the project is now known as the "Match Project." Material and kits are available from American Science and Engineering, Inc., 20 Overland Street, Boston, Massachusetts 02215).

24. MICHIGAN SOCIAL SCIENCE EDUCATION PROJECT (4,5,6,)./ Robert S. Fox and Ronald Lippitt. Center for Research of Scientific Information, University of Michigan, Ann Arbor, Michigan 48104 (Scientific Research Associates).

25. MINORITY HISTORY AND CULTURE (K-12). Norma Jean Anderson. The Saint Paul Public Schools, 615 City Hall, Saint Paul, Minnesota 55102.

26. THE SOCIAL SCIENCES: CONCEPTSAND VALUES (K-9)./ Paul Brandwein. The Center for the Study of Instruction, Harcourt, Brace & World Building, 100 Geary, San Francisco, California 94109 (Harcourt, Brace & Co.).

27. SOCIAL STUDIES CURRICULUM CENTER (SSCC) (5,8,11)./ Roy A. Price 409 Maxwell Hall, Syracuse University, New York 13210.

28. SOCIAL STUDIES CURRICULUM DEVELOPMENT (K-6). Mable Melby, 807 Broadway N.E., Minneapolis, Minnesota 55413.

29. TASK FORCE ON MINORITY CULTURES (4,5,7,9,12). Christian Skjervold, Work Opportunity Center, 107 S.E. 4th Street, Minneapolis, Minnesota 55414.

30. WORLD LAW FUND./ Betty Reardon. 11 West 42nd Street, New York, New York 10036.

31. URBAN ACTION: PLANNING FOR CHANGE (6 or 7).⁄ C. Richard Hatch. C. Richard Hatch Associates, Inc., 989 Eighth Avenue, New York, New York (Ginn and Company).

32. INVESTIGATING MAN'S WORLD (1-6).⁄ Paul R. Hanna, Stanford International Development Education Center, Stanford University, Palo Alto, California 94301 (Scott, Foresman Co.).

B. If you are involved in <u>secondary</u> education, take a look at:

1. DEVELOPMENT OF A PILOT PROGRAM FOR A CULTURAL APPROACH TO THE STUDY OF HISTORY IN GRADES 7 AND 8. Gregory Anrig and Lawrence Vadnais, Jr. Mt. Greylock Regional High School, Williamstown, Massachusetts.

2. A STUDY TO DEVELOP INSTRUCTIONAL MATERIALS FOR A 9TH AND 10TH GRADE WORLD HISTORY CURRICULUM INTEGRATING HISTORY AND THE SOCIAL SCIENCES. Edgar Bernstein. University of Chicago.

3. PROJECT AFRICA (DEVELOPMENT AND TESTING OF INSTRUCTIONAL MATERIALS, TEACHING GUIDES AND UNITS ON THE HISTORY AND CULTURE OF SUB-SAHARA AFRICA).⁄ Barry K. Beyer. Baker Hall, Carnegie-Mellon University, Pittsburgh, Pennsylvania 16213.

4. CONSTRUCTION AND USE OF SOURCE MATERIALS UNITS IN HISTORY AND SOCIAL STUDIES.⁄ Richard Brown and Van Halsey. Hampshire College, Hadley, Massachusetts. (D. C. Heath)

5. AMERICAN POLITICAL BEHAVIOR (A HIGH SCHOOL CURRICULUM CENTER IN GOVERNMENT) (Grade 9). Shirley Engle and Howard Mehlinger. Indiana University, Bloomington, Indiana.

6. SOCIAL STUDIES CURRICULUM PROJECT (8-12).⁄ Edwin Fenton. Carnegie-Mellon University, Pittsburgh, Pennsylvania. (Holt, Rinehart, Winston)

7. A STUDY OF THE EFFECTIVENESS OF DIFFERENT METHODS OF TEACHING INTERNATIONAL RELATIONS TO HIGH SCHOOL STUDENTS. Dale Garvey. Kansas State Teachers College, Emporia, Kansas.

8. THE DEVELOPMENT OF INSTRUCTIONAL MATERIALS PERTAINING TO RACIAL AND CULTURAL DIVERSITY IN AMERICA.⁄ John S. Gibson. Tufts University, Medford, Massachusetts.

9. DEVELOPMENT OF GUIDELINES AND RESOURCE MATERIALS IN LATIN AMERICA FOR USE IN GRADES 1-12. Clark Gill and William Conroy. University of Texas, Austin, Texas.

10. A PHILOSOPHICAL AND HISTORICAL RATIONALE FOR A NEW APPROACH TO "PROBLEMS OF DEMOCRACY."⁄ Harvard College, Cambridge, Mass.

11. SOCIAL STUDIES CURRICULUM CENTER: A SEQUENTIAL CURRICULUM ON AMERICAN SOCIETY FOR GRADES 5-12. John R. Lee. Northwestern University, Evanston, Illinois

12. A SEQUENTIAL SOCIAL STUDIES COURSE FOR THE SECONDARY SCHOOL. Ella C. Leppert. University of Illinois, Urbana, Illinios.

13. THE DEVELOPMENT OF ECONOMIC CURRICULUM MATERIALS FOR THE SECONDARY SCHOOLS. Meno Levenstein. Ohio University, Athens, Ohio.

14. A STUDY OF THE OBJECTIVITY OF MATERIALS USED IN CURRENT EVENTS INSTRUCTION IN SECONDARY SCHOOLS SOCIAL STUDIES CLASSROOMS. Cornell University, Ithaca, New York.

15. PREPARATION OF TEACHING GUIDES AND MATERIALS ON ASIAN COUNTIRES FOR USE IN GRADES 1-12./ John Michaelis. University of California, Berkeley. (Field Educational Publishers, Inc.)

16. HARVARD SOCIAL STUDIES PROJECT (A LAW AND SOCIAL SCIENCE CURRICULUM BASED ON THE ANALYSIS OF PUBLIC ISSUES.) (9-12)/ Donald Oliver. Harvard University, Cambridge, Massachusetts. (American Education Press)

17. IDENTIFICATION OF MAJOR SOCIAL SCIENCE CONCEPTS AND THEIR UTILIZATION IN INSTRUCTIONAL MATERIALS./ Roy Price. Syracuse University, Syracuse, New York 13210.

18. DEVELOPMENT AND EVALUATION OF A 12TH GRADE COURSE ON THE PRINCIPLES OF ECONOMICS. John S. Sperling and Suzanne Wiggins. San Jose State College, San Jose, California.

19. THE IDENTIFICATION OF CRITERIA FOR THE EFFECTIVE USE OF FILMS IN TEACHING HISTORY IN THE CLASSROOM IN A VARIETY OF TEACHING SITUATIONS, Grades 7-12. American Historical Association.

20. SOCIOLOGICAL RESOURCES FOR SOCONDARY SCHOOLS./ Robert Angell. 503 First National Bldg., Ann Arbor, Michigan. (Allyn & Bacon, Inc.)

21. ANTHROPOLOGY CURRICULUM STUDY PROJECT (Secondary)./ Malcolm Collier, 5632 South Kimark Avenue, Chicago, Illinois 60637 (NSF)

22. HIGH SCHOOL GEOGRAPHY PROJECT./ Dana Kurfman. 2430 Broadway, Box 1095, Boulder, Colorado 80302 (Macmillan Co.).

23. DEVELOPMENTAL ECONOMIC EDUCATION PROGRAM. John B. Maher. Joint Council on Economic Education, 1212 Avenue of the Americas, New York 10036.

24. BASIC CONCEPTS IN HISTORY AND SOCIAL SCIENCE (Secondary). Edwin Rozwenc, Amherst College, Amherst, Massachusetts 01022 (D.C. Heath)

25. WORLD HISTORY PROJECT./ L. S. Stavrianos. Northwestern University Evanston, Illinois 50201 (Allyn & Bacon).

26. A SECONDARY SCHOOL SOCIAL STUDIES CURRICULUM FOCUSED ON THINKING REFLECTIVELY ABOUT PUBLIC ISSUES. James P. Shaver. Utah State University, Logan, Utah 84321.

27. AMERICAN HERITAGE SOCIAL STUDIES CENTER FOR THE CENTRAL NEW YORK AREA. Walter S. Pendergast. Fayetteville-Manlius School District 1, Manlius, New York 13104.

28. SPECIAL SOCIAL STUDIES CLASS UNDER MODEL SCHOOL PROGRAM OF WASHINGTON, D. C., PUBLIC SCHOOL SYSTEM. James Gibson. Washington Planning and Housing Association, Washington, D. C.

29. EXEMPLARY PLAN FOR EDUCATIONAL INNOVATION IN THE DEVELOPMENT OF A SOCIAL STUDIES CURRICULUM, K-12. Lowell Smith. Public Schools, Mansfield, Ohio 44002.

30. DEVELOPMENT OF AN IN-SERVICE MODEL FOR IMPLEMENTING NEW METHODOLOGY IN THE SOCIAL STUDIES. Omar Kussow. Joint District 8, Madison, Wisconsin 53703.

31. *Inquiry into Crucial American Problems.*/ Jack R. Fraenkel, Series Editor, Associate Professor of Interdisciplinary Studies in Education. San Francisco State College, San Francisco, California 94132 (Prentice-Hall)

32. FOREIGN RELATIONS PROJECT (AN EXAMINATION OF OBJECTIVES, NEEDS, AND PRIORITIES IN INTERNATIONAL EDUCATION IN U.S. SECONDARY AND ELEMENTARY SCHOOLS). James M. Becker. Foreign Policy Association, 345 East 46th Street, New York, New York 10017.

C. If you are looking for a <u>sequential</u> social studies curriculum, look at:

1. THE ANTHROPOLOGY CURRICULUM PROJECT (K-9).⁄ Marion J. Rice. University of Georgia, 105 Fain Hall, Athens, Georgia 30601.

Students are taught anthropological concepts in four to eight week sequential teaching units in grades 1-6. A variety of material is employed including teacher guides and audio-visual aids. All materials have been field-tested.

2. CONCEPTS AND INQUIRY: THE EDUCATIONAL RESEARCH COUNCIL OF AMERICA SOCIAL SCIENCE PROGRAM (formerly Greater Cleveland Social Science Program) (K-12).⁄ Raymond English. Educational Research Council of America, Rockefeller Building, 614 Superior Avenue, Cleveland, Ohio 44113 (Allyn & Bacon, Inc.).

A multi-media approach consisting of filmstrips, audio-tapes, teacher's and administrator's manuals will be of value to the teacher utilizing this project. Although the project stresses "analyzing" values in diverse human societies, some have criticized that it is value-laden and the analysis is more in the line of indoctrination.

3. MINNESOTA SOCIAL STUDIES PROJECT (PREPARATION AND EVALUATION OF SOCIAL STUDIES CURRICULUM GUIDES AND MATERIALS FOR GRADES K THROUGH 14) (K-14).⁄ Edith West. Project Social Studies, 130 Peik Hall, University of Minnesota, Minneapolis, Minnesota 55455 (Green Printing Co., Minneapolis, Minnesota.)

With an emphasis on the behavioral sciences, this project has attempted: (1) to identify concepts in the social science, (2) to identify methodological tools of social sciences, and (3) to develop materials at grade levels which will convey basic concepts and tools to elementary and secondary school students via verbal and visual teaching techniques.

4. PROVIDENCE SOCIAL STUDIES CURRICULUM PROJECT (K-12).⁄ Ridgway F. Shinn, Jr. Rhode Island College, Providence, Rhode Island 02908.

There is a heavy emphasis on a regional studies approach by this project. Various units focus on family patterns, the basic needs of man and on cultural areas.

5. SOCIAL STUDIES CURRICULUM PROJECT (9-12).⁄ Edwin Fenton. Carnegie-Mellon University, Pittsburgh, Pennsylvania 15213.

The Curriculum Center has developed a four-year integrated curriculum in history and the social sciences. Focusing on a mode of inquiry, the students are introduced to a framework utilizing key analytical concepts from a variety of social sciences. The center has also completed an eighth U.S. History Slow Learner Project and currently is developing material for the slow learner in grade 9. (Holt, Rinehart & Winston).

6. TABA CURRICULUM DEVELOPMENT PROJECT (1-8).⁄ Norman E. Wallen, Mary C. Durkin, and Jack R. Fraenkel. Room 10, Education Building, San Francisco State College, 1600 Holloway, San Francisco, California 94132 (Addison-Wesley Publishing Company).

The late Hilda Taba emphasized inquiry learning by involving elementary students within a conceptual framework. This project is excellent if you are interested in a multi-disciplinary approach.

7. WASHINGTON UNIVERSITY ELEMENTARY SOCIAL SCIENCE PROJECT (1-6). Harold Berlak and T.R. Tomlinson. Metropolitan St. Louis Social Studies Center, Washington University, St. Louis, Missouri 63130.

What Fenton (mode in inquiry)and Oliver (value clarification) advocated for secondary students is a strong part of this project's rationale. Many of the auido-visual materials are innovative but difficult to obtain.

VIII. A DIRECTORY OF SOCIAL STUDIES PROJECTS

Anderson, Norma Jean. MINORITY HISTORY AND CULTURE (K-12). Saint Paul Public Schools, 615 City Hall, Saint Paul, Minnesota 55102.

Anderson, Wallace. INTERCULTRUAL STUDIES (K-6). State College of Iowa, Cedar Falls, Iowa 50613.

Angell, Robert C. SOCIOLOGICAL RESOURCES FOR SECONDARY SCHOOLS, 503 First National Bldg., Ann Arbor, Michigan 48108. (Allyn & Bacon, Inc.).

Arnoff, Melvin. THE DEVELOPMENT OF FIRST GRADE MATERIALS ON "FAMILIES OF JAPAN" (1). Kent State University, College of Education, Room 121, Kent, Ohio 44240.

Arnoff, Melvin. FOCUS ON INNER-CITY SOCIAL STUDIES (FICSS) (K-12). Kent State University, College of Education, Room 121, Kent, Ohio 44240.

Becker, James M. FOREIGN RELATIONS PROJECT (AN EXAMINATION OF OBJECTIVES, NEEDS, AND PRIORITIES IN INTERNATIONAL EDUCATION IN U.S. SECONDARY AND ELEMENTARY SCHOOLS). Foreign Policy Association, 345 East 46th Street, New York, New York 10017.

Berlak, Harold, and Timothy R. Tomlinson. WASHINGTON UNIVERSITY ELEMENTARY SOCIAL SCIENCE PROJECT (DEVELOPMENT OF ELEMENTARY SCHOOL SOCIAL SCIENCE CURRICULUM) (1-6); IMPLEMENTATION PROJECT (9-12). Metropolitan St. Louis Social Studies Center, Washington University, MacMillan Hall 303, St. Louis, Missouri 63130.

Bernstein, Edgar. CHICAGO SOCIAL STUDIES PROJECT (9-10). The University of Chicago Laboratory Schools, 1362 East 59th Street, Chicago, Illinois 60637.

Beyer, Barry K. PROJECT AFRICA (DEVELOPMENT AND TESTING OF INSTRUCTIONAL MATERIALS, TEACHING GUIDES AND UNITS ON THE HISTORY AND CULTURE OF SUB SAHARA AFRICA) (Secondary). Baker Hall, Carnegie-Mellon University, Pittsburgh, Pennsylvania 16213.

Brandwein, Paul. THE SOCIAL SCIENCES: CONCEPTS AND VALUES (K-9). The Center for the Study of Instruction, Harcourt, Brace & World Building, 100 Geary, San Francisco, California 94109 (Harcourt, Brace & Co.).

Brown, Richard H., and Van R. Halsey. COMMITTEE ON THE STUDY OF HISTORY (THE AMHERST PROJECT), (9-14). Hampshire College, Hadley, Massachusetts 01035.

Cawein, Paul E. HARVARD-NEWTON PROJECT IN BUSINESS HISTORY AND ECONOMIC CONCEPTS. Newton Public School, Newton, Massachusetts 02159.

Chapman, K.E. (Mrs.). ELEMENTARY SCHOOL ECONOMICS PROGRAM (4-6). Industrial Relations Center, University of Chicago, 1225 East 60th Street, Chicago, Illinois 60637 (Allied Education Council, Galien, Michigan).

Collier, Malcom C. ANTHROPOLOGY CURRICULUM STUDY PROJECT (SECONDARY). 5632 South Kimbark Avenue, Chicago, Illinois 60637.

Dow, Peter B. EDUCATION DEVELOPMENT CENTER'S SOCIAL STUDIES CURRICULUM PROGRAM (SSCP) (Upper Elementary and Secondary). 15 Mifflin Place, Cambridge, Massachusetts 02138.

English, Raymond. CONCEPTS AND INQUIRY: THE EDUCATIONAL RESEARCH COUNCIL OF AMERICA SOCIAL SCIENCE PROGRAM (formerly, GREATER CLEVELAND SOCIAL STUDIES PROGRAM) (K-12). Rockefeller Building, 614 Superior Avenue, Cleveland, Ohio 44113 (Allyn and Bacon, Inc.).

Fenton, Edwin. SOCIAL STUDIES CURRICULUM PROJECT (9-12). Carnegie-Mellon University, Baker Hall 240, Pittsburgh, Pennsylvania 15213. (Holt, Rinehart and Winston, Inc.).

Fox, Robert S., and Ronald Lippitt. MICHIGAN SOCIAL SCIENCE EDUCATION PROJECT, (4-6). Center for Research on Utilization of Scientific Information, University of Michigan, Ann Arbor, Michigan 48107. (Scientific Research Associates).

Fraenkel, Jack R. INQUIRY INTO CRUCIAL AMERICAN PROBLEMS. (Secondary). Interdisciplinary Studies in Education, San Francisco State College, San Francisco, California 94132 (Prentice-Hall, Inc.).

Frankel, M.L. ECONOMIC EDUCATION ACTIVITIES (1-12), Joint Council on Economic Education, 2 West 46th Street, New York, New York 10036 (Various associations and groups) (Science Research Associates).

Garvey, Dale. A STUDY OF THE EFFECTIVENESS OF DIFFERENT METHODS OF TEACHING INTERNATIONAL RELATIONS TO HIGH SCHOOL STUDENTS. Kansas State Teachers College, Emporia, Kansas 66801.

Gibson, James. SPECIAL SOCIAL STUDIES CLASS UNDER MODEL SCHOOL PROGRAM OF WASHINGTON, D. C. Washington Planning and Housing Association, Washington, D. C. Public Schools, Washington, D. C.

Gibson, John S. LINCOLN-FILENE CENTER FOR CITIZENSHIP (Elementary and Secondary). Tufts University, Medford, Massachusetts 02155.

Gibson, John S. THE INTERGROUP RELATIONS CURRICULUM: A PROGRAM FOR ELEMENTARY SCHOOL EDUCATION (THE DEVELOPMENT OF INSTRUCTIONAL MATERIALS DEALING WITH RACIAL AND CULTURAL DIVERSITY IN AMERICAN LIFE) (5). Lincoln Filene Center for Citizenship and Public Affairs, Tufts College, Medford, Massachusetts 02155.

Gibson, William. LAW AND POVERTY PROJECT (K-12). Boston University School of Law, 765 Commonwealth Avenue, Boston, Massachusetts 02215.

Gill, Clark C. LATIN AMERICAN CURRICULUM PROJECT (DEVELOPMENT OF GUIDELINES AND RESOURCE MATERIALS ON LATIN AMERICA) (1-12). 403 Sutton Hall, University of Texas, Austin, Texas 87812.

Hanna, Paul R. INVESTIGATING MAN'S WORLD (1-6). Stanford International Development Education Center, Stanford University, Palo Alto, California 94301 (Scott, Foresman Co.).

Hatch, C. Richard. URBAN ACTION: PLANNING FOR CHANGE (6 or 7). C. Richard Hatch Associates, Inc., 989 Eighth Avenue, New York, New York 10026 (Ginn and Company).

Hennebry, Howard M., and K.L. Diem. CONSERVATION EDUCATION IMPROVEMENT PROJECT (K-9). College of Education, University of Wyoming, Laramie, Wyoming 82070.

Kresse, Frederick H. MATCH BOX PROJECT (MATERIAL AND ACTIVITIES FOR TEACHERS AND CHILDREN: DEVELOPMENT AND EVALUATION OF MULTI-MEDIA KITS FOR LOAN TO SCHOOLS (K-6). Children's Museum, The Jamaicaway, Boston, Massachusetts 02130 (American Science and Engineering, Inc.).

Kurfman, Dana. HIGH SCHOOL GEOGRAPHY PROJECT (Secondary). 2450 Broadway, Box 1095, Boulder, Colorado 80302 (MacMillan Co.).

Kussow, Omar. DEVELOPMENT OF AN IN-SERVICE MODEL FOR IMPLEMENTING NEW METHODOLOGY IN THE SOCIAL STUDIES. Joint District 8, Madison, Wisconsin 53703.

Lee, John. NEW APPROACHES TO AND MATERIALS FOR A SEQUENTIAL CURRICULUM ON AMERICAN SOCIETY (Grades 5-12). Social Studies Curriculum Study Center, Northwestern University, 1809 Chicago Avenue, Evanston, Illinois 60201.

Lee, Marvin. ECONOMICS EDUCATION COMMITTEE OF THE SOUTHERN STATES WORK CONFERENCE (Secondary). College of Human Resources and Education, West Virginia University, Morgantown, West Virginia 26506.

Leppert, Ella C. SOCIAL SCIENCE CURRICULUM STUDY CENTER (8-10). 215 University High School, 1212 West Springfield, Urbana, Illinois 61803.

Levenstein, Meno. DEVELOPMENT OF ECONOMICS CURRICULAR MATERIALS FOR SECONDARY SCHOOLS. Ohio State University, Social Studies Curriculum Center, Columbus, Ohio 43210.

Madden, Charles F. CURRICULUM INNOVATION IN THE FIELDS OF HISTORY, SCIENCE, MUSIC AND ART WITHIN A SINGLE INSTITUTE (1-8). Webster Institute of Mathematics, Science and the Arts, Webster College, St. Louis, Missouri 63119.

Maher, John E. DEVELOPMENTAL ECONOMIC EDUCATION PROGRAM (K-12). Joint Council on Economic Education, 1212 Avenue of the Americas, New York, New York 10036

Marable, June. DAYTON NEGRO HISTORY PROGRAM (K-12). Dayton Board of Education, 348 West First Street, Dayton, Ohio 45420.

Mehlinger, Howard. AMERICAN POLITICAL BEHAVIOR (A HIGH SCHOOL CURRICULUM CENTER IN GOVERNMENT) (9). Indiana University, Bloomington, Indiana 47401.

Melby, Mable. SOCIAL STUDIES CURRICULUM DEVELOPMENT (K-6). 807 Broadway N.E., Minneapolis, Minnesota 55413.

Meux, Milton. EVALUATIVE TEACHING STRATEGIES IN THE SOCIAL STUDIES (11). Bureau of Educational Research, University of Utah, Salt Lake City, Utah 84112.

Michaelis, John. PROJECT LATIN AMERICA (PREPARATION OF TEACHING GUIDES AND MATERIALS ON ASIAN COUNTIRES FOR GRADES 1-12. Department of Education, University of California, Berkeley, California 94720. (Field Educational Publications, Inc.)

Monroe, Vivian and Todd Clark. CONSTITUTIONAL RIGHTS FOUNDATION (Elementary and Secondary). Constitutional Rights Foundation, Suite 1012, 609 South Grand Avenue, Los Angeles, California 90017.

Oliver, Donald W. HARVARD SOCIAL STUDIES PROJECT (9-12). Larsen Hall, Appian Way, Harvard University, Cambridge, Massachusetts 02138 (American Education Press).

Pendergast, Walter S. AMERICAN HERITAGE SOCIAL STUDIES CENTER FOR THE CENTRAL NEW YORK AREA (Secondary). Fayetteville-Manlius School District 1, Manlius, New York 13104.

Presno, Vincent. BRENTWOOD SOCIAL STUDIES PROJECT (K-6). Brentwood, New York 11717 (*Man in Action* series, Prentice-Hall, Inc.).

Price, Roy A. SOCIAL STUDIES CURRICULUM CENTER (5,8,11). 409 Maxwell Hall, Syracuse University, Syracuse, New York 13210.

Quigley, Charles N. COMMITTEE ON CIVIC EDUCATION. School of Law, University of California, Los Angeles, California 90024 (Ginn and Co.).

Reardon, Betty. WORLD LAW FUND (Elementary and Secondary). 11 West 42nd Street, New York, New York 10036.

Rice, Marion J. THE ANTHROPOLOGY CURRICULUM PROJECT (K-9). University of Georgia, 105 Fain Hall, Athens, Georgia 30601.

Rozwenc, Edwin C. BASIC CONCEPTS IN HISTORY AND SOCIAL SCIENCE (SECONDARY). Department of American Studies, Amherst College, Amherst, Massachusetts 01002.

Sanders, Norris M. COOPERATIVE CURRICULUM DEVELOPMENT CENTER (K-12). 1402 Manila Street, Manitowoc, Wisconsin 54220.

Senesh, Lawrence. ELKHART INDIANA EXPERIMENT IN ECONOMIC EDUCATION (1-12). Department of Economics, Purdue University, Lafayette, Indiana 47907. (Science Research Associates).

Shaplin, Judson T. DEVELOPMENT OF A MODEL FOR THE ST. LOUIS METROPOLITAN SOCIAL STUDIES CENTER, GRADES K-12. Graduate Institute of Education, Washington University, St. Louis, Missouri 63130.

Shaver, James P. A SECONDARY SOCIAL STUDIES CURRICULUM FOCUSED ON THINKING REFLECTIVELY ABOUT PUBLIC ISSUES. Utah State University, Logan Utah 84312.

Shinn, Ridgway F. PROVIDENCE SOCIAL STUDIES CURRICULUM PROJECT (K-12). Rhode Island College, Providence, Rhode Island 02908.

Skjervold, Christian. TASK FORCE ON MINORITY CULTURES (4,5,7,9,12). Work Opportunity Center, 107 S.E. 4th Street, Minneapolis, Minnesota 55414.

Smith, Lowell. EXEMPLARY PLAN FOR EDUCATIONAL INNOVATION IN THE DEVELOPMENT OF A SOCIAL STUDIES CURRICULUM, K-12. Public Schools, Mansfield, Ohio 44002.

Sperling, John G., and Suzanne Wiggins. DEVELOPMENT AND EVALUATION OF A 12TH GRADE COURSE IN THE PRINCIPLES OF ECONOMICS. Department of Economics, San Jose State College, San Jose, California 95112.

Stavrianos, L. S. WORLD HISTORY PROJECT (SECONDARY). Department of History, Northwestern University, Evanston, Illinois 60201. (Allyn & Bacon)

Toy, Henry, Jr. CIVIC EDUCATION PROJECT (5-12). Council on Civic Education, 300 East 33rd Street, New York 10016.

Vadnais, Lawrence. A CULTURAL APPROACH TO THE STUDY OF HISTORY IN GRADES SEVEN AND EIGHT. Mt. Greylock Regional High School, Williamstown, Massachusetts 02167.

Wallen, Norman E., Mary C. Durkin and Jack Fraenkel. TABA CURRICULUM DEVELOPMENT PROJECT (DEVELOPMENT OF A COMPREHENSIVE CURRICULUM MODEL FOR SOCIAL STUDIES INCLUDING PROCEDURES FOR IMPLEMENTATION) (1-8). Room 10-Education Building, San Francisco State College, 1600 Holloway, San Francisco, California 94132 (Addison-Wesley Publishing Company).

West Edith. PREPARATION AND EVALUATION OF SOCIAL STUDIES CURRICULUM GUIDES AND MATERIALS FOR GRADES K-14. College of Education, University of Minnesota, Minneapolis, Minnesota 55455.

Zangrando, Robert L. SERVICE CENTER FOR TEACHERS OF HISTORY (1-12). American Historical Association, 400 A Street, W.E., Washington, D. C. 20003.

IX. LIST OF PUBLISHERS AND ADDRESSES

Addison-Wesley Publishing Co., Reading, Massachusetts 01867
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Green Printing Co., 631 8th Ave. North, Minneapolis, Minnesota
Harcourt, Brace & Co., 757 Third Ave., New York, N.Y. 10017
Harper and Row, 49 East 33rd Street, New York, N.Y. 10016
Harvard University Press, 79 Garden Street, Cambridge, Massachusetts 02138
Holt, Rinehart and Winston, 383 Madison Ave., New York, N.Y. 10017
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Science Research Associates, Inc., 259 East Erie Street, Chicago, Ill. 60611
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